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ABSTRACT

An evaluation report is presented of the Resident Supervisory Support for Teachers, a peer supervision program designed to improve classroom instruction by training school personnel in concepts and strategies of school supervision, with an emphasis on a peer clinical approach. Participants are trained to help teachers identify their strengths and weaknesses. The ultimate goal of the program is to provide each participating school with a cadre of peer coaches. This final report includes a description of the development and implementation of the program as well as discussion on agreements and discrepancies found between intended and observed outcomes for each program objective. Supporting data are included in the appendices. (JD)

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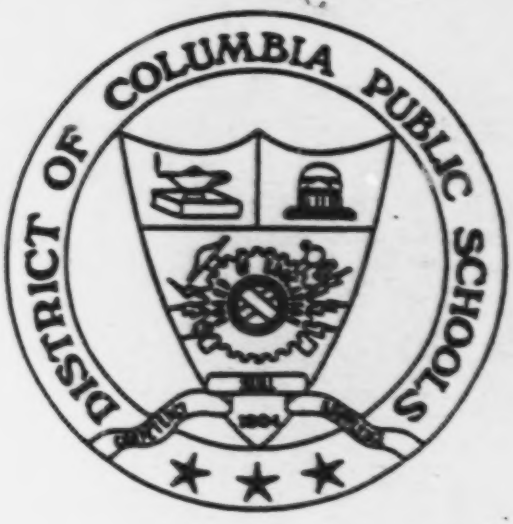

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS

FINAL EVALUATION REPORT E.C.I.A CHAPTER 2

SEPTEMBER 1985

FLORETTA D. Mc KENZIE
SUPERINTENDENT OF SCHOOLS

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS

FINAL REPORT

1984-1985

Prepared by
Division of Quality Assurance

1984-1985

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SUMMARY AND FINDINGS

Title

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS (RSST)

Project Coordinators

Rosalie Huff, Project Coordinator
Delores Carter, Co-Coordinator

Target Population

Teachers in the District of Columbia Public Schools (DCPS) Regions A and B (1st phase training component); teachers in Regions C and D (follow up services for teachers previously trained); interested school systems nationwide (through dissemination efforts).

Background

The RSST project was initially developed to assist teachers in improving their classroom instructional skills. The core of the training emphasized a 5-step model developed by Robert Goldhammer in his book Clinical Supervision. The supervisory process is characterized by a mutually supportive teacher-supervisor interaction. The supervisor can be an administrator or another teacher who has received training in the clinical supervision method. Video and audio tapes, selected readings, discussions, demonstrations, and role play activities are employed to conduct the training. In response to the need for a greater amount of instructional support for teachers than could be provided by the small corps of itinerant supervisors, the original intent of the project was to develop the supervisory capacity/function from within the ranks of DCPS teachers. The project has since expanded to other regions of the DCPS and, as a National Diffusion Network (NDN) validated exemplary project, has been disseminated nationwide to other school systems.

Stated Objectives

A: By June 1985, the first phase (the training component) of the Resident Supervisory Support for Teachers (RSST) program will have been implemented in Regions A and B.

B: By June 1985, a program of follow-up services for previously trained RSST participants in Regions C and D will have been implemented.

C: By June 1985, the RSST program will have been disseminated nationwide with training provided to interested parties.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Training sessions were conducted for seventy-eight (78) Region B administrators and teachers. Region A training will be conducted during the 1985-86 year.

2. The one year implementation cycle began the second semester SY 1984-85 in Region B and will conclude the first semester SY 1985-86 with the remaining practicum documentation to be submitted.

3. 91% of the participant sample (60) rated the training course format and program effect items as good or above, exceeding expectations.

4. The effects of peer supervision as seen by the supervisees, will be measured when follow-up training is completed.

5. One hundred nineteen (119) staff members of Region C schools were identified as having been trained.

6. Follow-up services were provided April 1985 for 27 schools in Region C. Follow-up services for Region D will be completed during the 1985-86 year.

7. Awareness sessions were presented at the annual NASSP, ASCD, and NAESP conferences in New Orleans, Chicago and Denver respectively.

8. There were over one hundred (100) adoptions of the program nationally, far exceeding expectations.

BACKGROUND AND DESCRIPTION

Introduction

Purpose - Resident Supervisory Support for Teachers (RSST) is a peer supervision program designed to improve classroom instruction by training school personnel to use effective clinical supervision techniques. RSST improves classroom instruction in a cost-effective way by training existing school personnel in concepts and strategies of school supervision, with an emphasis on a peer clinical approach. The program helps teachers capitalize on their strengths and improve on their weaknesses.

Need - At a time when teaching in America has been labeled as mediocre and the quality of classroom instruction has been described as lower than a generation ago, an efficent method of providing quality instructional support to teachers needs to be implemented.

Resident Supervisory Support for Teachers (RSST) is an answer to this problem.

This thrust in teacher support calls for making "peer supervision" an integral part of each school's plan for developing and for maintaining a quality instructional program.

RSST provides a cost-effective mechanism for improvement of classroom performance across all disciplines and grade levels. RSST addresses the need for a non-threatening, non-evaluative instructional support system which augments the regular supervision program.

History - Resident Supervisory Support for Teachers (RSST) began in Region IV, now Region C, of the District of Columbia Public Schools as a result of the administrators requesting help in providing instructional support for their teachers. The administrators participated in the pilot supervision program in order to enhance their own skills. However, after participating, they recognized that the clinical supervision process was valuable for improving instruction and would be equally valuable for teachers working with teachers. This administrative input led to the present emphasis of the project, the teacher training component, which began in fall 1977. To date, nearly two thousand (2,000) teachers and administrators from public schools in Maine, Massachusetts, Minnesota, South Carolina, Nebraska, Kentucky, and the District of Columbia have participated in the program. An ever expanding number of administrators, teachers and others have been involved in the Project RSST.

Description of the Project

This nationally validated program, developed in the District of Columbia Public Schools, is designed to improve classroom instruction by training school personnel in concepts and strategies of school supervision with an emphasis on a peer clinical approach. Participants are trained to help teachers identify their strengths and weaknesses. The clinical approach can be used with teachers of all disciplines. The ultimate goal of the program is to provide each participating school with a cadre of peer coaches.

The Model - RSST training is based on an adaption of Robert Goldhammer's 5-step Clinical Supervision Process Model. The stages in the model consist of (1) pre-observation conference, (2) observation, (3) analysis and strategy, (4) post-observation conference and (5) post-conference analysis.

Pre-Observation Conference - In the pre-observation conference the teacher (supervisee) and the supervisor (peer coach) established the report and level of confidentiality which will exist throughout the cycle. During this stage, the problem/need for observation is identified as well as the lesson/activity to be observed. Also, the instructional objective is clarified, the data gathering procedure agreed upon and the time and place of the observation determined.

Observation - During this stage, the peer supervisor or peer coach observes the lesson and records factual data utilizing the procedure agreed upon in the pre-conference.

Analysis and Strategy - In this stage, the peer supervisor/coach analyzes the observation data and the supervisee analyzes his/her instructional performance. They each identify teaching patterns, recurring teaching behaviors, and other factors which are impacting on the teaching/learning experience. Questions are formulated for use in the post-observation conference.

Post-Observation Conference - In the post-observation conference the supervisee shares his/her self-analysis of the lesson/activity. The peer coach shares factual data gathered with his/her analysis of the non-lesson/activity. The supervisory approach is collaborative and non-directive. Follow-up procedures are discussed and mutually agreed upon by the peer coach and the supervisee.

Post-Conference Analysis - In this stage, the clinical supervision process is critiqued and plans for future interactions are discussed and agreed upon.

EXTERNAL EVALUATION DESIGN-PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design, which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

EVALUATION RESULTS - NARRATIVE SUMMARY

The results of the evaluation are summarized in this section. The summary is based on the information provided for inputs, processes and outcomes in the PMI reporting format which is presented after the summary. Supporting data are provided in the appendix.

OBJECTIVE A: By June 1985, the first phase (the training component) of the Resident Supervisory Support for Teachers (RSST) program will have been implemented in Regions A and B.

The intended and observed inputs for personnel were in agreement. However, the program was without a secretary for over three months. There were three certified trainers, two of whom were active in the program this year. Other inputs, relating to materials and space were in agreement. Two items pertaining to rosters of volunteer teachers, showed partial agreement due to the program being implemented in one region but in the planning stage in the other.

Five of the observed processes were in agreement with the intended processes, two showed partial agreement and one had a discrepancy. Processes related to training all showed agreement. Partial agreement related to a site change in November with remodeling in December. Therefore, the one year implementation cycle which began the second semester in Region B schools will not conclude until March 1986. Program services were in the planning stage for Region A. However, awareness sessions were conducted in all regions. The project coordinator in consultation with evaluation unit personnel, determined that the training assessment instruments would be administered as post-test only measures during the follow-up session, which will be conducted the first semester SY 1985-86. Thus, there was partial agreement. The one discrepancy, the recipient questionnaire not being completed due to the implementation not beginning until March.

The outcomes showed that RSST training was conducted for Region B administrators and teachers. However, the project coordinator said training sessions will begin in the fall of SY 1985-86 for Region A. Although practicum documentation was observed in the project office, the remainder of the reports will be submitted in the fall. Thus, it was not possible to determine at this time whether or not 80% of the participants demonstrated competency in applying the concepts and strategies of school supervision.

Evaluation data outcomes were intended from three sources. The RSST training data from sixty (60) of seventy-eight (78) participants from twenty-nine (29) schools in Region B responded by completing the workshop evaluation form. Of this sample, ninety-one percent (91%) rated the training course format and program effect items as good or above, therefore exceeding the expectation. Since the peer supervision portion was not completed there were no data available from recipients. The evaluation by the course instructors indicated that 100% of the respondents (2) rated the training component format and program effect items as good or above. However both of them rated "physical arrangements" only as fair.

OBJECTIVE B: By June 1985, a program of follow-up services for previously trained RSST participants in Regions C and D will have been implemented.

There was total agreement of intended and observed inputs. CBC Chairpersons were designated the local school coordinators; every school in which training took place developed an action plan. Questionnaire forms to be used for teachers providing and for those receiving peer supervision were on file in the RSST office.

The status of processes intended and those observed was either agreement or partial agreement. Survey forms were distributed, trained personnel and recipients identified, (recipients by number only, a partial agreement), and LoU interviews were completed. There was partial agreement in survey data collection and follow-up planning and implementation because services were not received by Region D during this reporting period.

In the outcomes the identification phase of the program for follow-up services represented data from Regions C and D. The data in the form of lists represented eight elementary, one junior high and two senior high schools consisting of one hundred and nineteen (119) staff members. Initial survey information was available from Region D at the end of the school year. The planning phase of the program for follow-up services has been completed. Again, there was partial agreement due to fifty percent participation by the regions involved. Follow-up services were provided to twenty-seven (27) CBC Chairpersons of the schools in Region C some of whom were representing more than one school. The Region D assistant superintendent requested that follow-up services be conducted in the fall SY 1985-86.

OBJECTIVE C: By June 1985, the RSST program will have been disseminated nationwide and training provided to interested parties.

Agreement between intended and observed inputs occurred in all but one instance, adequate office space, which had partial agreement because parking was a constraint. Trainers, dissemination materials, and other dissemination requirements were in place.

The processes that were intended were in 100% agreement with those observed. Dissemination efforts were evidenced through telephone logs, and monthly reports to the Office of Instruction and the District Facilitator Project. Records on file in the program office showed that awareness sessions and training were held in a variety of places. Follow-up scheduling was done and the RSST Program was adopted in various states.

The outcomes observed were records substantiating materials distribution, and awareness presentations showing that project information has been disseminated nationally. Specific examples of the aforementioned evidence were the RSST Presentation Schedule (National), workshop evaluations, National Dissemination Network agendas, hotel itinerary, letters verifying presentations to conferences of national organizations such as the National Association of Secondary School Principals (NASSP) in New Orleans, LA; the Association for Supervision and Curriculum Development in Chicago, IL and the National Association of Elementary School Principals (NAESP) in Denver, CO. In addition the NASSP presentation was reviewed in the 69th Annual Convention issue of the News Leader, February 1985; Vol. 32 No. 6.

By observation the adoption phase of the objective far exceeded the expectation of fifteen (15) adoptions. As indicated by the RSST Adoption Summary Sheet SY 1984-85 there were over one hundred (100) adoptions nationally including thirty (30) in the District of Columbia, twenty (20) in Maine, nineteen (19) in Nebraska, seventeen (17) in Kentucky ten, (10) in Massachusetts, five (5) in Minnesota, with confirmed activities projected for six (6) states and the District of Columbia. See Appendix E.

Summary

The program implementation at 100% was impeded by a change in site location necessitating extensive renovation, and a Federal funding freeze, 70% of the project funds being provided by the National Diffusion Network (NDN). However, program training was conducted for seventy-eight (78) participants from twenty-nine (29) schools in Region B. The program will be implemented in Region A fall of SY 1985-86, as stated by the project coordinator. For follow-up, identification planning and implementation services were provided to twenty-seven (27) CBC Chairpersons in Region C. The assistant superintendent requested that follow-up services be conducted in Region D the fall of SY 1985-86. Program adoptions as a result of RSST training, far exceeded the intended expectations. There were one hundred (100) adoptions nationally including thirty (30) in the District of Columbia, twenty (20) in Maine, nineteen (19) in Nebraska, seventeen (17) in Kentucky, ten (10) in Massachusetts, five (5) in Minnesota, one (1) in South Carolina, with confirmed activities projected for six (6) states and the District of Columbia.

Decisions

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Director, the Superintendent and the Board of Education to aid them in their decision-making concerning this project.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide D.C. Public Schools and school districts throughout the United States with a training program that will (a.) present a non-threatening, non-evaluative supervision process/model to help teachers to become more proficient in their classroom instruction; and (b.) provide school personnel with a procedure for developing a local school resident supervisory support program.

Objective A: By June 1985, the first phase (the training component) of the Resident Supervisory Support for Teachers (RSST) program will have been implemented in Regions A and B.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Project coordinator	Agreement	a. To comply with NDN regulations, the person who was on staff when the project was approved for funding, must remain with the project. The present project coordinator is called the acting director. Both names are listed on the brochures as co-directors. (In this report, the co-director serving as acting director will be referred to as the project coordinator.)
b. Co-coordinator	Agreement	b. The co-coordinator has been appointed to another assignment as an elementary school principal. She continues to be active in the project as a certified trainer and is considered a co-coordinator, nationally.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
c. Secretary	Agreement	c. The project has an assigned secretary (observed by evaluators). The project was without a secretary for more than three months.
d. Volunteer teachers and administrators from Regions A and B to become RSST participants	Partial Agreement	d. The evaluation team examined the roster from Region B. The program was not implemented in Region A.
e. Volunteer teachers from Regions A and B to become recipients of peer supervision	Partial Agreement	e. A list of recipients from Region B was observed by evaluators.
f. Qualified instructors	Agreement	f. The three certified instructors are qualified, as an examination of their resumes showed. Two were active in the program this year.
g. Two regional coordinators, one from Region A and one from Region B	Agreement	g. The regional coordinators as listed on rosters are the assistants for instruction for the two regions. They serve as contact persons for the project.
h. Software (such as the course manual, handouts, and supplementary references)	Agreement	h. The evaluation team examined materials such as the notebooks used for the course and other handouts. The project is in the process of putting much of the material on the word processor to lower the cost of printing.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
i. Hardware (such as the overhead projector, tape recorders and video equipment)	Agreement	i. Overhead projectors, audio tape recorder were observed. A video tape recorder and a monitor are available for training sessions.
j. Training site with sufficient space	Agreement	j. The evaluation team observed the designated training site located at Banneker High School. It holds 30 people adequately, however there are major parking problems.
k. Project-developed evaluation instruments	Agreement	k. Copies of project-developed evaluation instruments are on file in the program office and were examined by the team.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 Project participants from Regions A and B schools will attend the formal training programs.	Partial Agreement	1.1 Sign-in sheets verified that teachers from Region B schools have had training. Region A program was still in the planning stages. However, awareness sessions were conducted in all regions during SY 1984-85, see Appendix B.
2.1 The course will focus on developing supervisory competencies for participants so they will be able to provide non-threatening instructional support for other teachers.	Agreement	2.1 The project brochures describe the course as "a mechanism for teachers helping other teachers in such areas as effective instructional techniques and classroom management". The curriculum was examined and it does focus on developing supervisory competencies as stated.
2.2 Instructors will train participants to lead teachers through the clinical supervision process developed by Robert Goldhammer.	Agreement	2.2 The five steps of the clinical supervision process, as described in the training manual, are as follows: (1) pre-observation conference (2) classroom observation (3) analysis and strategy (4) post-observation conference (5) post-conference analysis The project coordinator verified that participants are led through those steps.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.3 Project participants will practice the model in their school both during and after the training period.	Agreement	2.3 As evidenced by examining folders. The practicum summaries, in the form of typed descriptions, verified the practice.
2.4 Project participants will take the Supervisory Knowledge Test at the beginning and end of the training.	Partial Agreement	2.4 The project coordinator in conjuction with the evaluators determined that the Supervisory Knowledge Test be administered during the follow-up session only. The follow-up session will be conducted the first semester SY 1985-86.
3.1 Project participants will rate the course in terms of overall program format content and materials.	Agreement	3.1 The team examined the ratings submitted and they were complete. As evidenced by Workshop Evaluation submitted to the evaluation team.
4.1 Teachers receiving peer supervision from RSST participants will complete a questionnaire.	Discrepancy	4.1 The recipient questionnaire was not submitted to evaluators at the end of the school year due to implementation beginning in March.
5.1 Project instructors will rate the program format, content and operation.	Agreement	5.1 The instructor questionnaire was submitted to evaluators at the end of the school year.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records made available to the ECIA Chapter 2 Evaluation Unit by the project coordinator, by June 1985 will show that teachers from Regions A and B completed the training program and received certification credit when appropriate.	Partial Agreement	1. Data submitted by the project coordinator indicated that training sessions were conducted for seventy-eight (78) Region B administrators and teachers. Data submitted to evaluators included: (1) a roster of participating schools, (2) a roster of participants and (3) a RSST Presentation Schedule (local). (See Appendix B.) The Region A assistant superintendent was unable to request services this school year, however, training sessions will begin in SY 1985-86.
2. Records of practicum summaries submitted to the ECIA Chapter 2 Evaluation Unit by the project coordinator by June 1985 will show that at least 80% of the participants demonstrated competency in applying the concepts and strategies of school supervision.	Discrepancy	2. Practicum experiences submitted through June 1985 were examined in the program office. The remainder of the summaries will be submitted in the fall. Due to implementation beginning in March 1985, it was not possible to determine whether or not 80% of the participants demonstrated competency in applying the concepts and strategies of school supervision at the end of the school year.

OBJECTIVE A

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
3. Evaluation data from course participants submitted to the ECIA Chapter 2 Evaluation Unit by the project coordinator, by June 1985 will show that at least 70% of the respondents rated the training course format and program effect items as good or above.	Agreement	3. Evaluation data from the project coordinator indicated that there were seventy-eight (78) participants from twenty-nine (29) schools in Region B. Sixty (60) of the participants responded by completing the workshop evaluation form. Of this sample fifty-one percent (51%) rated the training sessions excellent and forty percent (40%) very good. Thus, ninety-one percent (91%) of the participant sample rated the training course format and program effect items as good or above, therefore, exceeding the expectation.
4. Evaluation data from recipients of peer supervisor submitted to the Chapter 2 Evaluation Unit by June 1985 will show that at least 70% of the respondents checked a positive attitude toward supervision, improved teaching performance and a better understanding of the teaching process.	Discrepancy	4. The questionnaires were not submitted to the evaluators at the end of the school year. Information on recipients will be available when follow-up sessions are completed.
5. Evaluation data from course instructors submitted to the ECIA Chapter 2 Evaluation Unit by the project coordinator, by June 1985 will show that at least 70% of the respondents rated the training course format and program effect items as good or above.	Agreement	5. Both of the respondents rated the training course format and program effect items as good or above except for the item "physical arrangements" which both rated fair. Recommendations for improvements are as follows: update participant's manual, revise trainer's guidelines, provide additional certified trainers, and additional funding.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide D.C. Public Schools and school districts throughout the United States with a training program that will (a.) present a non-threatening, non-evaluative supervision process/model to help teachers to become more proficient in their classroom instruction; and (b.) provide school personnel with a procedure for developing a local school resident supervisory support program.

Objective B: By June 1985 a program for follow-up services for previously trained RSST participants in Regions C and D will have been implemented.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs A-C are the same as in Objective A. Please see pages 9 and 10.		
d. Local school coordinators	Agreement	d. CBC chairpersons or resource teachers were designated the local school coordinators.
e. Teachers from Regions C and D	Agreement	e. Rosters of teachers in Regions C and D are available in each school.
f. LoU interviewers	Agreement	f. The project coordinator and staff members of Quality Assurance are trained LoU interviewers.
g. LoU protocols	Agreement	g. LoU protocols are on file in the Evaluation Unit office
h. RSST action plans for schools in Regions C and D	Agreement	h. Every school in which training took place developed an action plan, as verified by the project coordinator.

OBJECTIVE B

PART I (*continued*)

INPUTS

INTENDED	STATUS	OBSERVED
i. Questionnaires for teachers providing peer supervision	Agreement	i. Questionnaire forms for peer supervisor teachers are on file in the RSST office.
j. Questionnaires for teachers receiving peer supervision	Agreement	j. Questionnaire forms for peer supervision recipients are on file in the RSST office.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 Project staff will determine the schools in Regions C and D that have participated in the clinical supervision project.	Agreement	1.1 The evaluators examined a survey form and letters dated December 1984, sent to schools in Regions C and D.
1.2 Project staff will identify trained personnel within the identified schools.	Agreement	1.2 The completed survey forms identify trained personnel.
1.3 Project staff will identify recipients of peer supervision within the identified schools.	Partial Agreement	1.3 Time contraints were caused by the project staffs' concentration on the national dissemination aspect of the program to assure program retention of funding. Thus, recipients were identified by numbers rather than by names.
2.1 Project staff will determine implementation level of the local peer supervision action plan using the following data:		
2.1.1 Input from local school coordinators;	Agreement	2.1.1 A summary of the CBC Chairperson's Survey Form was submitted by the project coordinator.
2.1.2 Interviews (LoU) with a sample of trained peer supervisors;	Agreement	2.1.2 The project coordinator stated the LoU interviews of the sample was completed in the Spring.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.1.3 Questionnaires will be sent to teachers providing peer supervision;	Partial Agreement	2.1.3 Questionnaire (CBC Chairperson's Survey Form) data, Region C was received by the project director April 1985. Services were unable to be scheduled in Region D due to scheduling conflicts.
2.1.4 Questionnaires to teachers receiving peer supervision.	Partial Agreement	2.1.4 Recipients were identified by numbers rather than by names. See Objective B 1.3.
2.2 Project staff will plan follow-up services based on identified needs.	Partial Agreement	2.2 The project coordinator stated that planning for Region C took place in the Spring.
3.1 Project staff will implement follow-up services based on the plan.	Partial Agreement	3.1 The project coordinator stated that implementation of follow-up services began in the Spring.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 1985, a list of participating schools and a list of participants, submitted to the Evaluation Unit by the project coordinator, will show that the identification phase of the program for follow-up services has been completed.	Partial Agreement	1. The project coordinator submitted lists of previously trained RSST participants to the evaluators. These lists represent eight elementary, one junior high and two senior high schools consisting of one hundred and nineteen (119) staff members of Region C. Information from Region D was not available at the end of the school year.
2. By June 1985, a plan for follow-up services submitted to the Evaluation Unit by the project director will show that the planning phase of the program for follow-up services has been completed.	Agreement	2. Elements of the plan examined included the following: letters to regional assistant superintendents, CBC Chairperson's Survey Form, workshop materials, literature mailed to every principal and assistants for instruction (AFI), awareness presentations conducted for an officers meeting in each region and at the AFI planning meetings.
3. By June 1985, records submitted to the Evaluation Unit by the project coordinator of follow-up services provided to at least 75% of the schools with identified needs, will show that the implementation phase of the follow-up services has been initiated.	Partial Agreement	3. Follow-up services were provided April 1985 to twenty-seven (27) CBC Chairpersons in Region C as evidenced by the "RSST Follow-Up (CBC chairpersons) Workshop Evaluation" submitted by the project coordinator.

OBJECTIVE B

PART III (Continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
3. By June 1985, records submitted to the Evaluation Unit by the project coordinator of follow-up services provided to at least 75% of the schools with identified needs, will show that the implementation phase of the follow-up services has been initiated.	Partial Agreement	3. The Region D assistant superintendent requested that follow-up services be conducted in the fall of SY 1985-86.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide D.C. Public Schools and school districts throughout the United States with a training program that will (a.) present a non-threatening, non-evaluative supervision process/model to help teachers to become more proficient in their classroom instruction; and (b.) provide school personnel with a procedure for developing a local school resident supervisory support program.

Objective C: By June 1985, the RSST program will have been disseminated nationwide and training provided to interested parties.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs a-c are the same as Objective A. Please see pages 9 and 10.		
d. Project trainers	Agreement	d. The co-coordinators serve as trainers as documented in dissemination material and correspondence examined by the evaluators.
e. Flyers and other dissemination materials	Agreement	e. Dissemination materials were examined and are on file in the project office.
f. Telephone	Agreement	f. The telephone was observed in the project office. The coordinator said it has been working as of January 1985.
g. Training program	Agreement	g. The training program materials were examined by the evaluators.
h. Monitoring and evaluation materials	Agreement	h. The monitoring and evaluation materials were examined by the evaluators.

OBJECTIVE C

PART I (Continued)

INPUTS

INTENDED	STATUS	OBSERVED
i. Adequate office supplies, materials and equipment	Agreement	i. The project coordinator verified that office supplies, materials, and equipment were adequate. A Xerox machine was leased Spring 1985.
j. Adequate office space.	Partial Agreement	j. Office space was adequate but insufficient parking was a constraint.

OBJECTIVE C

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project staff will disseminate information on the program through responses to letters, telephone calls and presentations.	Agreement	1.1 Dissemination efforts were evidenced through telephone logs, monthly reports to the Office of Instruction and the District Facilitator Project Office. Correspondence files, lists of presentations and agendas examined by the evaluators.
1.2 The project staff will disseminate information on the program through awareness sessions to requesting schools.	Agreement	1.2 Records on file in the program office show that awareness sessions have been held in a variety of places including Frankfort, Kentucky; Augusta, Maine; Orangeburg, New York; Portland, Maine and Cambridge, Massachusetts. The project coordinator and and co-coordinator presented awareness sessions to conferences and national association meetings.
2.1 The project staff will provide training to school districts demonstrating interest in adopting the program.	Agreement	2.1 Records on file in the program office examined by the evaluators show that training has occurred in places such as Landrum, South Carolina; Boston, Massachusetts; Omaha, Nebraska; Brainerd, Minnesota; Henderson, Kentucky and many sites in the state of Maine.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART II (Continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.2 The project staff will provide technical assistance to requesting school districts which have adopted the program.	Agreement	2.2 Follow-up scheduling is done by telephone in advance. Examples of telephone scheduling for follow-up are March 14th and 15th with a Maine site; April 11th and 12th with a site in South Carolina; and May in Maine and Massachusetts.
2.3 The project staff will keep records of their adoption activities.	Agreement	2.3 Records of adoption activities were examined by the evaluators.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART III

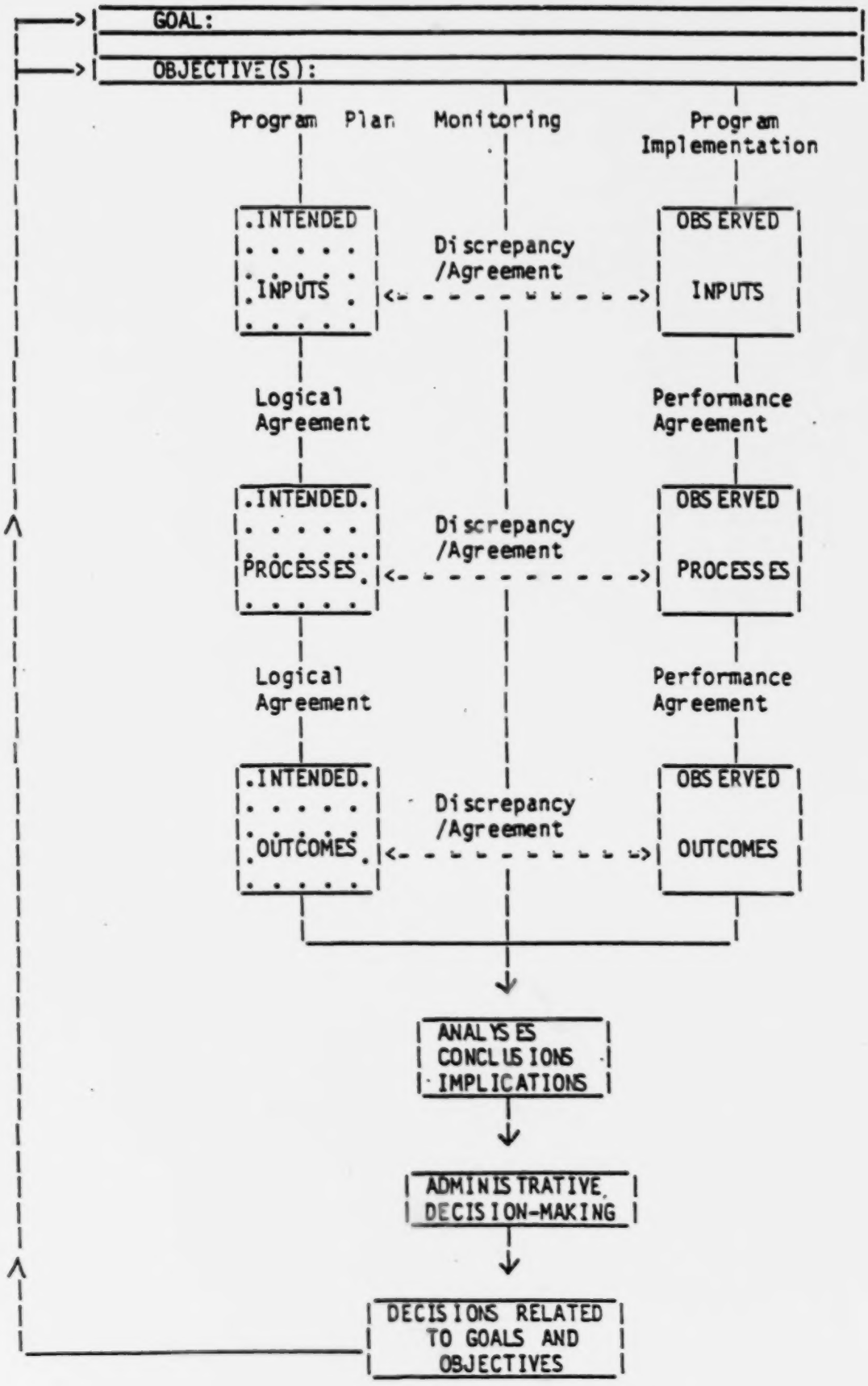
OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 1985, records submitted to the ECIA Chapter 2 Evaluation Unit by the project coordinator, of materials distributed and awareness presentations held, will show that project information has been disseminated nationwide.	Agreement	1. The project coordinator submitted records to the evaluators that included the RSST Presentation Schedule (National), workshop evaluations, NDN agendas, hotel itinerary, letters verifying presentations to conferences of national organizations such as the National Association of Secondary School Principals (NASSP) in New Orleans, LA; the Association for Supervision and Curriculum Development in Chicago, IL and the National Association of Elemeantary School Principals, (NAESP) in Denver, CO. In addition the NASSP presentation was reviewed in the 69th Annual Convention issue of the News Leader, Feb. 1985; Vol. 32 No. 6. See Appendixes C and D.
2. By June 1985, records submitted to the ECIA Chapter 2 Evaluation Unit by the project coordinator will show a minimum of 15 adoptions of the RSST program by schools in other states.	Agreement	2. The project coordinator submitted to the evaluators the RSST Adoption Summary Sheet SY 1984-85, see Appendix E, which verified one hundred (100) adoptions nationally including thirty (30) in the District of Columbia, twenty (20) in Maine, nineteen (19) in Nebraska, seventeen (17) in Kentucky with confirmed activities projected for seven (7) states.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

RSST PRESENTATION SCHEDULE (LOCAL)

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS
PRESENTATION SCHEDULE
(LOCAL)

Presenter	Date	Time	Type	Site	Region	Contact Person	Contact Audience	
R. Huff	9/4/84	10:30 - 11:30 a.m.	Awareness	Kingsman E.S.	D	Zory Z. Kenon Principal	Teachers	20
R. Huff	4/4/84	11:00 a.m. 12:00 p.m.	Awareness	Prospect Learning Center	A	Azalee Harrison Principal	Teachers and Administrators	15
R. Huff	9/20/84	2:00 p.m.	Awareness	Powell E.S.	B	Sheila Handy Asst. Supt.	Administrators	45
R. Huff	10/10/84	3:15 p.m.	Awareness	LaSalle E.S.	B	Marion Ross Principal	Teachers and Administrators	40
R. Huff	10/11/84	10:00 a.m.	Awareness G/T Program	Shiloh Life Center	A	Phyllis Hines Director	G/T Coordinators	100
R. Huff	10/17/84	3:00 p.m.	Awareness	Wilkinson E.S.	A	Myra Spriggs Principal	Teachers and Administrators	30
R. Huff	10/18/84	3:00 p.m.	Awareness Region A Officer's Meeting	Shaw JHS	A	Dr. Thomas Harper Asst. Supt. A	Administrators	60
R. Huff	10/19/84	10:00 a.m.	Awareness	Raymond E.S.	B	Sandra Legall Asst. for Inst.	CBC Chairpersons	33
R. Huff	10/24/84	3:20 p.m.	Awareness	River Terrace School	D	Constance Clark Principal	Teachers and Administrators	40
R. Huff	11/2/84	7:30 a.m.	Awareness	Coolidge SHS	B	Judith Webb	Teachers and Administrators (CBC Team)	20
D. Carter	11/26/84 27	1:30 p.m.	Presentation Tap Inservice	Region D Educational Center	D	Annabelle Strayhorn, Asst. for Instruction	Teachers Administrators	84 61
D. Carter	12/11/84 13	1:30 p.m.	Presentation Tap Inservice	Region A Educational Center	A	Lois Hopson Asst. for Instruction	Administrators Teachers	46 142
R. Huff	1/10/85	1:30 p.m.	Awareness	Rabaut JHS	B	Sandra Legall Asst. for Inst.	CBC Chairpersons	34
R. Huff	1/30/85	2:00 p.m.	Awareness	Banneker SHS	C	Mazie Wilson Principal	Teachers	50
D. Carter	2/5/85 7	8:30 a.m.	Training Region B	RSST Training Center	B	Sandra Legall Asst. for Inst.	Administrators and Teachers	23
R. Huff	2/8/85 12	8:30 a.m. 3:30 p.m.	Training Region B	RSST Training Center	B	Sandra Legall Asst. for Inst.	Administrators and Teachers	22
R. Huff	2/11/85	9:30 a.m.	Awareness	MLK, Jr. E.S.	A	William Dalton Principal	Teachers and Administrators	8

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS
PRESENTATION SCHEDULE
(LOCAL) Continued

Presenter	Date	Time	Type	Site	Region	Contact Person	Contact Audience	
R. Huff	2/21/85	2:00 p.m.	Follow-up	Nalle E.S.	D	Annabelle Stayhorn Asst. for Inst.	Administrators	80
R. Huff	3/5/85-7	8:30 a.m. 3:30 p.m.	Training Region B	RSST Training Center	B	Sandra Legall Asst. for Inst.	Administrators and Teachers	24
R. Huff	4/24/85	3:15 p.m.	Awareness	Phelps CDC	C	James Peal Principal	Teachers and Administrators	40
R. Huff	4/26/85	9:15 a.m.	Follow-up	Bunker-Hill	C	Barbara Jackson Asst. for Inst.	CBC Chairpersons	50
R. Huff	5/15/85	3:15 p.m.	Awareness	Roosevelt SHS	B	Tony Upson Principal	Teachers	85
R. Huff	5/28/85	2:00 p.m.	LoU Interview	Langdon E.S.	C	Margaret Washington	Teacher	1
R. Huff	5/30/85	2:00 p.m.	LoU Interview	Shaed E.S.	C	Marcia Parker	Teacher	1
R. Huff	6/6/85	2:00 p.m.	Awareness	Bunker Hill	C	Barbara Jackson Asst. for Inst.	Administrators	20
R. Huff	6/14/85	11:00	NDN Tele-Conference	MLK, Jr. E.S.	A	Susan Williams	Administrators Teachers, other Officers	9
R. Huff	6/24/85-25	8:30 a.m.	Training	Bruce Monroe E.S.	C	Alma Felder Principal	Teachers/ Administrators	22
R. Huff	6/26/85	9:00 a.m.	Awareness	Garnett Patterson JHS	C	J.L. Barnes Principal	Teachers/ Administrators	23

APPENDIX C

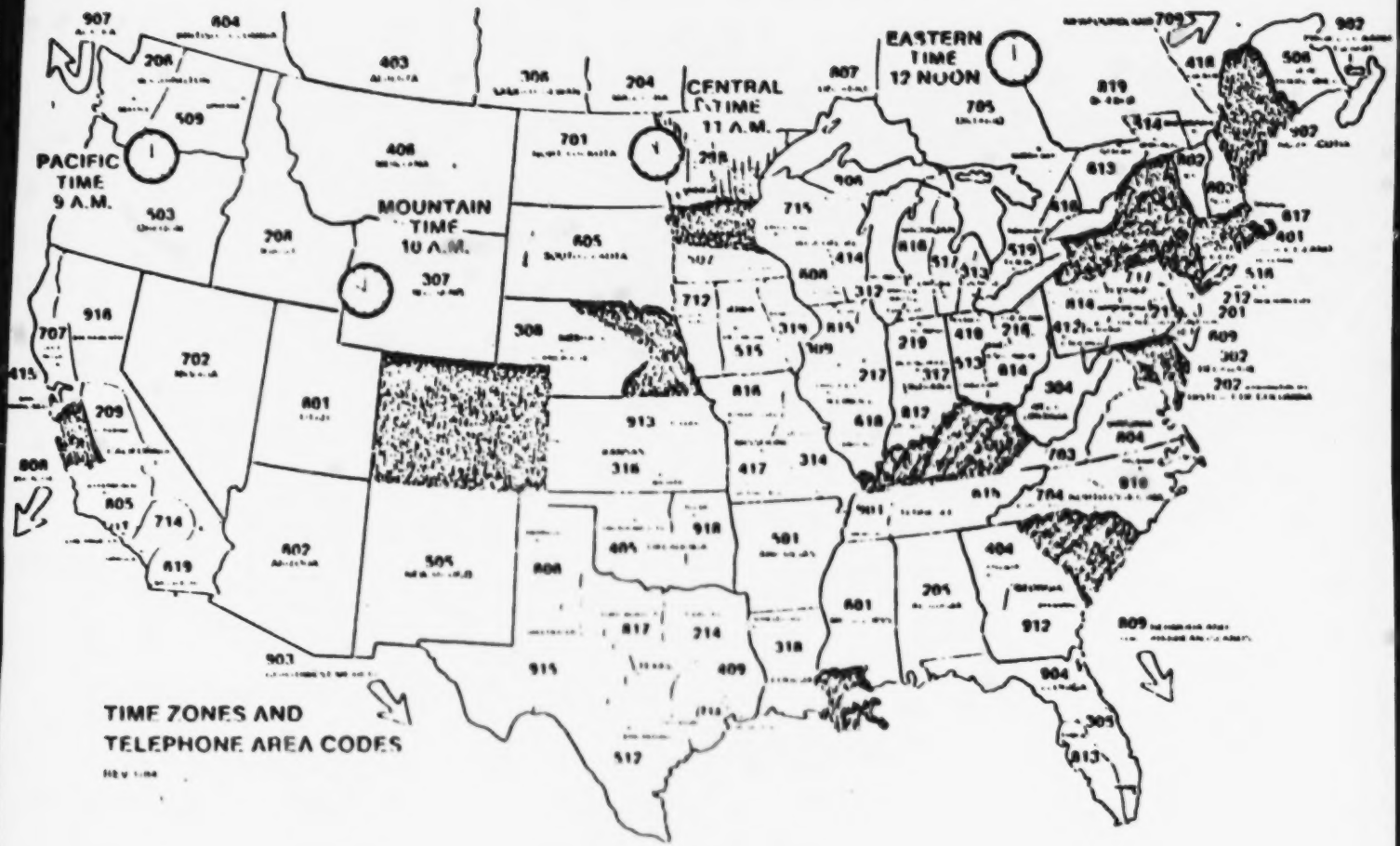
RSST PRESENTATION SCHEDULE (NATIONAL)

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS
PRESENTATION SCHEDULE
(NATIONAL)

Presenter	Date	Type	Site	Contact Person	Audience
D. Carter	9/25/84	Awareness	Auburn, Maine	Bob Shafto, S.F.	Adiministrators/Teachers 65
D. Carter	9/25/84	Awareness	Augusta, Maine	Bob Shafto, S.F.	Superintendents, Bd. of Ed Reps, State Legislators, Administrators 20
D. Carter R. Huff	9/26/84	Awareness	Andover, Mass.	Denise Blumenthal S.F.	Union Representative, College Professor, Administrative Superintendent 8
D. Carter R. Huff	11/7/84 8	Awareness/ Training	Boston, Mass.	Denise Blumenthal S.F.	Administrators/Teachers 32
D. Carter R. Huff	11/13/84 14	Awareness/ Training	Omaha, Nebraska	Pat Gerry	Administrators/ 50 Teachers 50
D. Carter R. Huff	11/16/84	Awareness	Cambridge, Mass	Leslie College	Administrators/Teachers 50
R. Huff	11/26/84 30	Awareness	New York State	Sam Corsi, S.F. Chuck Weed	Administrators/Teachers 500+
D. Carter	11/29/84 30	Training	Portland, Maine	Bob Shafto, S.F.	Administrators/Teachers 20
R. Huff	12/3/84 7	Awareness	New York State	Sam Corsi, S.F.	Administrators/Teachers 200
R.Huff	1/25/85	Awareness	New Orleans, Louisiana	NASSP Conference Committee	Administrators 100
D. Carter	2/11/85 12	Training	Landrum, S.C.	Phyllis Crain	Administrators/Teachers 11
R. Huff	2/13/85	Awareness	Dover, Delaware	Dr. Walter Orr. S.F.	Administrators Curriculum Developers, Members local ASCD 50
R. Huff	2/19/85	Awareness	Frankfort, KY.	John Padgette S.F.	Administrtors/Teachers Superintendents 100
D. Carter	3/12/85 12	Training	Newton, Mass.	Julie Turner	Administrators/Teachers 33
R. Huff	3/14/85	Awareness	Danvers, Mass.	Julie Turner	Adimnistrators/Teachers 15
D. Carter	3/14/85	Follow-up	Augusta, Maine	Cathy Harding	Administrators/Teachers 13
R. Huff	3/23/85	Awareness	Chicago, Illinios ASCD	Local ASCD	Administrators/Teachers 55
D. Carter	3/30/85	Awareness	Denver, Colorado NAESP	Romaine Thomas Principal Ketcham School, President DC/NAESP	Administrators 75

[redacted] PRESENTATION SCHEDULE
(NATIONAL) Continued

Presenter	Date	Type	Site	Contact Person	Audience	
D. Carter	4/8/85 9	Training	Lincoln, Maine	Cathy Harding	Administrators/Teachers	25
D. Carter	4/11/85 12	Follow-up	Landrum, S.C.	Phyllis Crain	Administrators/Teachers	7
R. Huff	4/15/85 16	Training	Brainerd, Minn.	Judy Gross	Administrators/Teachers	12
D. Carter	4/18/85 19	Training	Omaha, Nebraska	Pat Gerry	Administrators/Teachers	42
R. Huff	4/18/85	Awareness	Columbia, S.C.	Leon Temples S.F.	Administrators/Teachers	100
D. Carter	5/6/85 7	Training	Windom, Maine	Cathy Harding	Administrators/Teachers	39
R. Huff	5/8/85	Follow-up	Skowhegan, Maine	Cathy Harding	Administrators/Teachers	8
R. Huff	5/9/85	Follow-up	Livermore Falls, Maine	Cathy Harding	Administrators/Teachers	5
R. Huff	5/9/85	Awareness	Livermore Falls, Maine	Cathy Harding	Administrators/Teachers	21
R. Huff	5/10/85	Follow-up	Newton, Mass.	Julie Turner	Adiministrators/Teachers	6
R. Huff	5/16/85 18	Prep for National Teleconference	San Jose, Ca.	Diane Jones NDN	Teleconference Staff/DD's	30
R. Huff	6/12/85 13	Training	Henderson, Ky.	Wm. Ruie Murphy	Administrators/Teachers	54
R. Huff	6/18/85 19	Training	Lincoln, NB.	Dr. Mary Lou Palmer, S.F.	Administrators/Teachers	24
R. Huff	6/27/85 28	Training	Frenchville, Maine	Cathy Harding	Administrators/Teachers	40
R. Huff	7/11/85	Awareness	Indianapolis, Indiana	Lyn Erb, S.F.	Superintendents/Other Administrators	8
R. Huff	7/18/85	Awareness	Gatlinburg, TN.	Dr. Reggie High S.F.	Administrators/Teachers Asst. Superintendents	50
D. Carter	8/5/85 6	Training	York, Maine	Cathy Harding	Administrators/Teachers	25
D. Carter	8/8/85 9	Training	Lewiston, Maine	Cathy Harding	Administrators/Teachers	40
R. Huff	8/12/85 13	Training	Lisbon, Maine	Cathy Harding	Administrators/Teachers	40
D. Carter	8/19/85 20	Training	Freeport, Maine	Cathy Harding	Administrators/Teachers	25
R. Huff	8/30/85	NDN National Teleconference	San Jose, Ca.	Diane Jones, NDN	Administrators/Teachers	100



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APPENDIX D

THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS 69th ANNUAL CONVENTION

FEB 14 1985

The National Association of Secondary School Principals
1904 Association Drive • Reston, Virginia 22091 • Tel: 703-860-0200

February 12, 1985

Dear Colleague:

Enclosed is a marked copy of the Convention issue of the NASSP NewsLeader which highlighted some of the New Orleans sessions.

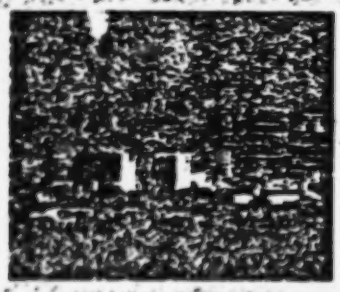
Thanks once again for your help in making our 69th Annual Convention the truly memorable event that it was.

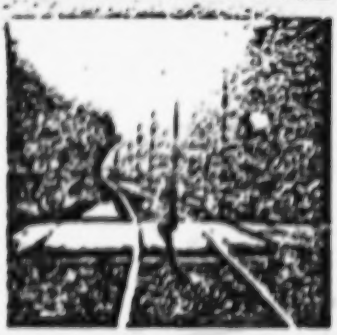
John F. Kourmadas
Convention Director

INTERNATIONAL LEADERSHIP IN THE INFORMATION AGE

NewsLeader

Pg. 45





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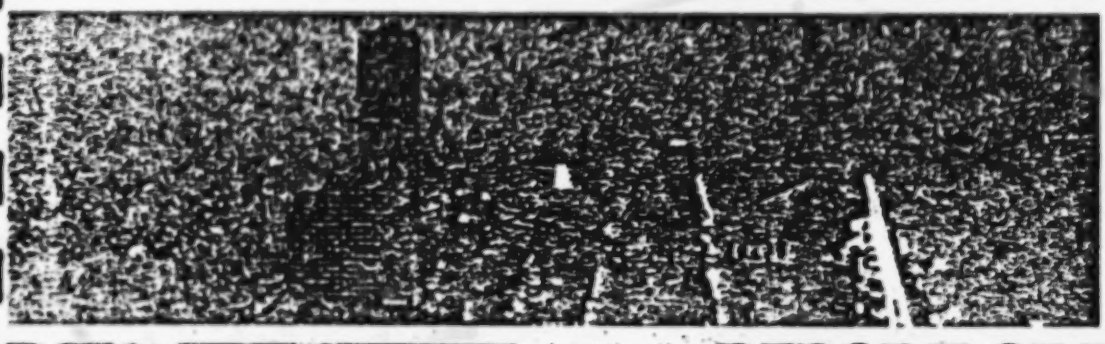

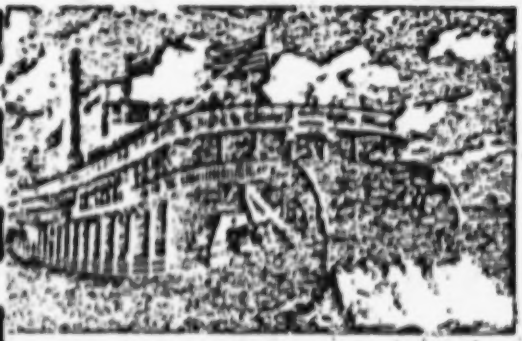

REPORT OF THE 69TH ANNUAL CONVENTION NEW ORLEANS, LOUISIANA

WRITING WITH STYLE — LEARNING STYLE

Teachers may think they lack the time and training to carefully review each draft of student compositions; however, current research indicates that teachers do not need to read every draft, according to Thomas C. De Bello, social studies lead teacher at Wesequake Intermediate School, Smithtown, N.Y.

A youngster's sociological preference for working alone, with an adult, or with a peer, can be matched with a technique that complements the student's writing style to motivate and improve writing skills.

De Bello explained use of peer or team conferencing for those students who prefer to learn with others; teacher conferencing for the authority-oriented student; and self-review for the student who prefers to work alone.

While some youngsters help each other using peer or team conferences, he explained, teachers are free to work individually with the adult-oriented learners. The students who prefer to learn alone may revise their drafts in school or at home.

De Bello encouraged teachers and administrators to identify student learning style preferences and to develop strategies using these strengths.

DEVELOPING RESIDENT SUPERVISORY SUPPORT FOR TEACHERS

At a time when teaching in America has been labeled as mediocre and the quality of classroom instruction has been described as lower than a generation ago, a more efficient method of providing quality instructional support to teachers needs to be devised.

Resident Supervisory Support for Teachers (RSST) is the answer to this problem, according to Rosalie Huff, program director for Resident Supervisory Support for Teachers, Washington, D. C.

This new thrust in instructional supervision, Huff told a discussion group, calls for making "peer supervision" an integral part of each school's plan for academic excellence.

"RSST provides a cost-effective mechanism for improvement of the total school program--across all disciplines and grade levels," she said.

Teachers, Huff contended, should be taught to use concepts and strategies in school supervision with an emphasis on a "peer clinical approach." These trained peer coaches will then be able to offer easily assessible, on-site instructional support that augments the present supervisory program.

What do school administrators need to know? Huff said they need to understand that all teachers need instructional support in order to strengthen and/or maintain teaching skills, and that a peer coaching approach to instructional improvement can assist them in meeting local school and system-wide goals.

Huff said administrators need to know that peer coaches show significant gains in knowledge of school supervision and that teachers receiving peer support develop: a better understanding of the teaching/learning process; improved teaching skills; and a more positive attitude toward instructional supervision.

"RSST is the answer," she concluded.

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APPENDIX E

ADOPTION SUMMARY SHEET SY 1984-85

Resident Supervisory Support for Teachers

Adoption Summary Sheet

SY 1984-85

*Type of Activity	State	#Adoptions
A	California	-
A	Colorado	-
A	Delaware	-
A/T/F	District of Columbia	30
A	Indiana	-
A/T	Kentucky	17
A	Louisiana	-
A/T/F	Maine	20
A/T/F	Massachusetts	8
A/T	Minnesota	5
A/T/F	Nebraska	19
A	New York	-
A/T/F	South Carolina	1
A	Tennessee	-

Confirmed Projected activities as of June, 1985

*Type of Activity	State
A/T/F	District of Columbia
T	Georgia
T/F	Maine
T	Massachusetts
T	Minnesota
T	New York
A	Vermont

*A - Awareness
T - Training
F - Follow-up